Global Partnership for Education
Somaliland Education Sector Program Implementation Grant (ESPIG)

Status Report
1 July 2018 to 30 June 2019
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<th>Acronyms/List of abbreviations</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>AWD</td>
<td>Acute Watery Diarrhea</td>
</tr>
<tr>
<td>CEC</td>
<td>Community Education Committee</td>
</tr>
<tr>
<td>CSG</td>
<td>Child Safeguarding</td>
</tr>
<tr>
<td>DCP</td>
<td>Developing Country Partner</td>
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<tr>
<td>DEO</td>
<td>District Education Office</td>
</tr>
<tr>
<td>EGRA</td>
<td>Early Grade Reading Assessment</td>
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<tr>
<td>EGMA</td>
<td>Early Grade Mathematics Assessment</td>
</tr>
<tr>
<td>EMIS</td>
<td>Education Management Information System</td>
</tr>
<tr>
<td>ESSP</td>
<td>Education Sector Strategic Plan</td>
</tr>
<tr>
<td>GA</td>
<td>Grant Agent</td>
</tr>
<tr>
<td>GFS</td>
<td>Girl Friendly Space</td>
</tr>
<tr>
<td>LEG/ESC</td>
<td>Local Education Group/Education Sector Committee</td>
</tr>
<tr>
<td>MOE&amp;S</td>
<td>Ministry of Education and Science</td>
</tr>
<tr>
<td>MOU</td>
<td>Memorandum of Understanding</td>
</tr>
<tr>
<td>NLA</td>
<td>National Learning Assessment</td>
</tr>
<tr>
<td>NFIs</td>
<td>Non Food Items</td>
</tr>
<tr>
<td>PFA</td>
<td>Psychological First Aid</td>
</tr>
<tr>
<td>QAS</td>
<td>Quality Assurance and Standards</td>
</tr>
<tr>
<td>REO</td>
<td>Regional Education Office</td>
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<tr>
<td>SCI</td>
<td>Save the Children International</td>
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<tr>
<td>SIG</td>
<td>School Improvement Grant</td>
</tr>
<tr>
<td>SIP</td>
<td>School Improvement Plan</td>
</tr>
<tr>
<td>TLS</td>
<td>Temporary Learning Spaces</td>
</tr>
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</table>
Summary of Program

<table>
<thead>
<tr>
<th>Name of Development Country Partner</th>
<th>Republic of Somaliland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Grant Agent</td>
<td>Save the Children</td>
</tr>
<tr>
<td>Program amount</td>
<td>USD 8,217,600</td>
</tr>
<tr>
<td>Reporting period (from: day, month, year, to: day, month, year)</td>
<td>1 July 2018 to 30 June 2021</td>
</tr>
<tr>
<td>Program duration</td>
<td>36 months</td>
</tr>
<tr>
<td>Revised program duration (in case of revision/extension)</td>
<td>N/A</td>
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1. Executive Summary

This is the first annual implementation status report covering the period from 1 July 2018 to 30 June 2019 for the Global Partnership for Education (GPE) support for the Education Sector Program Implementation Grant (ESPIG) for Somaliland. The report covers the implementation process, challenges and lessons learnt during the first year of implementation, and assesses the achievement of the program towards its objectives and outcome or results. The program is meant to contribute to the implementation of the Somaliland’s five years Education Sector Strategic Plan (SL ESSP 2017-2021), and designed to address issues on access and Equity, quality and learning outcomes, efficiency and effectiveness of the education system as identified in the 2012-2016 Education Sector Analysis Report (ESA), and as stipulated in the five years’ strategic plan.

The first year of implementation of the program mainly focused on the start-up/preparatory processes and activities that included the launch of the program and signing of grant agreement and Memorandum of Understanding (MoU) with the Somaliland Ministry of Education and Science (MOE&S). Save the Children and MOE&S also conducted joint planning and induction meetings at central and regional level of the MOE&S management structure. The purpose of the induction was to familiarize both Save the Children and MOE&S with the program, and to make sure everyone is clear with their roles and responsibilities. **The Somaliland President, His Excellency, Mr. Muse Bihi Abdi officially launched the program on 31 July 2018 and inaugurated the startup of the program implementation.** Key Government Cabinet Ministers, MOE&S Management Team, Education Sector Coordination (ESC) Partners, parents and students participated in the launching of the program. After the launching of the program, the MOE&S and Save the Children jointly fast tracked the implementation of the first year planned program activities by conducting needs assessment. Informed by the findings of the needs assessment, the MOE&S prioritized and selected 80 primary schools in the six main Regions of Somaliland namely Marodijeh, Awdal, Sahl, Togdheer, Sool and Sanaag. 60 out of the 80 schools are rural primary schools and 20 are located in urban areas. The idea is to bridge the rural–urban disparity and improve geographical equity. Out of the 60 rural schools, 25 are Alternative Basic Education (ABE) Primary Schools located in rural pastoralist areas meant to provide opportunities to access education with a flexible program responsive to their life style.
The Five Years Education Strategic Plan indicated that the Somaliland Gross Enrollment Ratio (GER) stands at 44.3% and more than 50% of school going age (6-13) children are out of school with low participation of girls and other marginalized group of children. During the reporting period, the program supported the enrolment of 5,115 out of school children (2,344 girls, 46%) as new intake for grade one in the 80 supported schools for the 2018/2019 academic or school year through back to school campaign conducted jointly with MOE&S and Community Education Committees (CEC) at school level. This new intake of children will contribute to the overall effort of the MOE&S in increasing access of out of schoolchildren to basic education. The percentage of girls’ enrolled by the new intake is 46% and still requires more effort to further narrow the gender gap and attain equal gender participation in the remaining two years of the program period. In addition to this, the program currently supports 22,571 students (9,497 girls 42%) from grade 1 to 8 in all the 80 supported schools and the girls’ enrolment is 42%, which is mainly because of cumulative effect of earlier disparity in the enrollment of boys and girls in successive grades and school years. The current new intake of girls in grade one at 46% is showing an improvement in the trend towards bridging the parity index of gender participation in the supported schools and this effort will continue and improve in the remaining program implementation period. The program will try to continue closing this gap by using a multi-dimensional approach to tackle the barriers to girls’ education within our schools and communities.

Quality of education is one area of concern identified in the ESA 2016 and ESSP 2017-2021. Education at the ECE and primary school levels are characterized by high number of untrained teachers: ECE (100%) and primary (60%). Additionally, student performance is also below the required level for their grades as indicated in assessments conducted in literacy in 2016 and 2018 (EU Funded Horumarinta Elmiga Program) in which girls and boys performed poorly in learning outcomes. During the reporting period, 400 teachers (120 female) the first cohort or batch out of the 800 serving teachers planned, started their certificate professional in-service teacher training, and attended their first one month face to face courses in January 2019. The training will continue during the long school vacation in July and August 2019. The remaining 400 teachers (second cohort) will start their training in early 2020. The qualification and certification of the 800 teachers will significantly contribute to increasing the number of qualified teachers and hence, it is expected to improve classroom instruction and thereafter the student learning outcomes. The program also furnished and equipped the new National College of Teacher Education (NCTE) with necessary office and classroom furniture and equipment. The program also donated a light vehicle and two 45-seat buses for transportation of both staff and trainees from the town to the college which is located about three kilometers at the outskirts of the town as the college does not currently have campus accommodation facilities. The MOE&S finalized its preparation to operationalize the new college, and start the July/August teacher training sessions for the first 400 teachers at the new college campus.

Towards improving children’s learning outcome, the program supported the adoption of Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) tools to the context as a standard tool to carry out a National Learning Assessment (NLA) for measuring learning outcome of children in literacy and numeracy skills. The MOE&S conducted the first national level learning assessment during the reporting period by sampling 300 (240 public and 60 private) primary schools which makes up 30% of the total primary schools in Somaliland. This sample was deemed representative enough of the
primary schools across Somaliland to draw conclusions. The data collection in these schools was completed during the reporting period and the analysis and reporting is currently ongoing and will be finalized by end of July or beginning of August 2019.

In system building, the program supported the MOE&S Quality Assurance Standards (QAS) through reviewing and standardizing of the existing school quality supervision checklist and training of the department officers on application of the revised checklist and on result based supervision. As a result, Save the Children and MOE&S jointly conducted two school supervision visits using the revised checklist. The program also supported the training of MOE&S Education Management Information System (EMIS) team in coordination with EU Funded Education Program. Accordingly, the MOE&S conducted and completed the first data collection after the installation and functioning of the new UNESCO Software System. The analysis of the data is ongoing and will be finalized by end of August 2019.

2. Program Implementation Progress

2-1. Program Overview

The Overall Objective of the Program is - By 2021, girls and boys of primary school age, in Somaliland, have acquired the skills and competencies, through safe, protective learning environments.

Save the Children and Somaliland MOE&S jointly implements the program and it contributes to the implementation of the 2017-2021 Five Years Education Sector Strategic Plan. The program has three major outcomes;

**Outcome 1.** Access and Equity: Enrolment in primary schools supported under the GPE increase by 20% over their baselines, with 50% girls

**Outcome 2:** Quality and Learning Outcomes: Pedagogical skills of primary school and ECE teachers (25% women) improved through professional training and certification.

**Outcome 3:** Efficient and Effective Education System: Establish efficient, effective and functional monitoring system at MOE&S central and devolved levels (REO/DEO/school)

2-2. Overall progress

<table>
<thead>
<tr>
<th>Overall progress in Program implementation</th>
<th>Rating for Current Reporting Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Highly Satisfactory (HS)</td>
<td>□ Highly Satisfactory (HS)</td>
</tr>
<tr>
<td>□ Satisfactory (S)</td>
<td>□ Satisfactory (S)</td>
</tr>
<tr>
<td>□ Moderately Satisfactory (MS)</td>
<td>□ Moderately Satisfactory (MS)</td>
</tr>
<tr>
<td>□ Moderately Unsatisfactory (MU)</td>
<td>□ Moderately Unsatisfactory (MU)</td>
</tr>
<tr>
<td>□ Unsatisfactory (U)</td>
<td>□ Unsatisfactory (U)</td>
</tr>
<tr>
<td>Highly Unsatisfactory (HU)</td>
<td>□ Highly Unsatisfactory (HU)</td>
</tr>
</tbody>
</table>
2-3. Progress per component/sub-component

Outcome 1. Access and Equity: Enrolment in primary schools supported under the GPE increase by 20% over their baselines, with 50% girls

The enrolment (new intake for grade one) in the 80 program supported schools during the 2018/19 school year (August 2018 to June 2019) was 5,115 (2,344 girls). The overall enrolment for all grades from 1-8 during the same academic year was also 22,571 (9,497 girls). The new intake for grade one is 22% of the overall enrolment and this indicates positive and promising trends towards increasing enrolment and achieving the target. The projected and target for the new intake in grade one for the program was 2,400 per academic year but the first year enrolment (5,115) exceeded the annual target by 113%. However, percentage of girls enrolled is 46% instead of 50% as per the target. The program will put more effort to bridge the enrolment gap between boys and girls through expanded and extensive campaigns in the remaining program period.

Fig 1 Shows the overall and grade one enrolment of children in the program-supported schools

Fig 2 Shows overall (grade 1-8) and grade one enrolment of children by urban and rural schools

In figure 2, the number of boys and girls enrolled in school from rural areas is lower than in urban areas, as indicated in the overall enrolment (1-8). However, the trend of increasing access of children to education in rural schools is positive as more children are joining grade one in the rural schools as a result of the focus and effort made in mobilizing communities to send their children to school through back to school campaign.
Table one: Distribution of primary schools supported by the Program

<table>
<thead>
<tr>
<th>School type</th>
<th>Urban</th>
<th>Rural</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>20</td>
<td>35</td>
<td>55</td>
</tr>
<tr>
<td>Alternative Basic Education</td>
<td>-</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>60</td>
<td>80</td>
</tr>
</tbody>
</table>

Output 1.1. Increased enrolment of girls and boys in primary school, particularly girls, children with disabilities, and minority groups.

1.1.1. Learning Space Construction and Rehabilitation

The below table summarizes the overall status of the school infrastructure activities against the planned work.

Table two: status of planned school infrastructure facilities

<table>
<thead>
<tr>
<th>School Facilities</th>
<th>Plan</th>
<th>Under construction</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction of new classrooms</td>
<td>30</td>
<td>30</td>
<td>95% complete</td>
</tr>
<tr>
<td>Rehabilitation of existing classrooms</td>
<td>40</td>
<td>52</td>
<td>90% complete</td>
</tr>
<tr>
<td>Construction of New WASH Facilities</td>
<td>15</td>
<td>15</td>
<td>80%</td>
</tr>
<tr>
<td>Rehabilitation of existing WASH Facilities</td>
<td>10</td>
<td>10</td>
<td>80%</td>
</tr>
<tr>
<td>Construction of Girl Friendly Space</td>
<td>6</td>
<td>6</td>
<td>90%</td>
</tr>
<tr>
<td>Rehabilitation of existing Friendly Space</td>
<td>8</td>
<td>8</td>
<td>90%</td>
</tr>
</tbody>
</table>

Activity 1.1.1.1 Assessment of identified schools for construction/rehabilitation of classrooms and WASH facilities

Save the Children and Somaliland MOE&S jointly carried out needs assessment in the 80 selected schools and prioritized the infrastructure needs of the schools based on the findings from the assessment as well as through consultation with school communities such as parents, teachers, head teachers and students in the assessed schools. The assessment team also collected primary data and other relevant information on school enrolment, number of classroom and furniture available, water storage facilities and source of water, teaching & learning material and the records of teachers. Below is the status of the construction and rehabilitation of school infrastructure.

Activity 1.1.1.2: Construction of additional new classrooms including ABE

Save the Children and MOE&S jointly selected schools that required extension of classrooms based on the number of students attending and existing congestion of classrooms. Based on the identified needs,
Construction of 30 new classrooms is ongoing in 25 schools and 95% of the work is completed. The engineers from the MOE&S and Save the Children jointly manage and supervise the work based on the MOE&S classroom and school construction design. Once the construction is completed, about 1,350 children will benefit from the improved classroom space and learning environment, with reduced congestion in the classrooms.

“It would be good if we could have a normal classroom for us to study” said an eight (8) year old girl in grade two at Damal Cirbiid Primary school in Sool Region. They have been learning in sheds without a proper classroom.

**Activity 1.1.1.3: Rehabilitation of existing classrooms**

MOE&S and Save the Children in the joint assessment identified 52 classrooms in 35 schools that required rehabilitation of damaged classrooms and the rehabilitation work is currently ongoing. Similarly, the engineers from the MOE&S and Save the Children jointly manage and supervise the work based on bill of quantities prepared for the rehabilitation work. Requested by the Regional Education Offices (REOs,) and in consultation with MOE&S, an additional 12 classrooms were identified and rehabilitated in addition to the 40 planned by the program. In the selection of the contractors, the routine procurement process of Save the Children applied and eight (8) contractors qualified and a construction bid was awarded. The rehabilitation of the 52 classrooms is ninety percent (90%) complete. This rehabilitation will improve the safety and security of children and contribute to an improved learning environment for children.

**Activity 1.1.1.4: Furnishing of additional and existing classrooms**

Based on the needs and the technical assessment conducted, MOE&S and Save the children jointly identified 100 classrooms that required school furniture, including the 30 new classrooms and the 52 existing rehabilitated ones. Each classroom is furnished with fifteen sets of desk (one set of desk for three students). The new furniture accommodates 4,500 children and will create a conducive quality-learning environment.

**1.1.2. National Back to School Campaign**

**Activity: 11.2.1 Development National Back to school Campaign Guideline**

Save the Children and MOE&S Jointly developed guidelines for the back to school campaign. The MOE&S assigned a joint technical team that developed the guideline through a consultative workshop participated by the education experts at central, regional and district level. A group of 20 people (5 females) from among the MOE&S staff participated in the two day workshop in Hargeisa. Through effective participation and discussion, the team came up with guidelines that could help the MOE&S and other education partners carry out back to school campaigns. The guideline will be a living document for all education partners, CECs and MOE&S in carrying out community mobilization and orientation for back-to-school campaigns. The guidelines also harmonized the key activities and messages that should be passed to the various audience due to community mobilization. The guideline indicate what activities, actions and tasks are to be carried out for children to go back to school and continue their learning.
Activity 1.1.2.2 Conduct joint and participatory back to school campaign
Back to school campaign was one important component of the project activities and that of the MOE&S to conduct a joint participatory campaign to boost enrolment and bring children back to schools, especially those who are affected by the disasters (drought, cyclone, etc.). MOE&S together with the SCI team carried out two joint back-to-school campaigns in all target schools. During the campaign the teams reached parents, schools teachers, community education committees (CECs) and children. REOs, DEOs, school head Teachers and children were all engaged in the process and they were among the teams who conveyed the message to target audience. The campaign team used several approaches to enhance student enrolment in all 80 GPE targeted schools, mostly the rural primary schools. The key message of the back-to-school campaign was the importance of education especially that of girls and highlight how community engagement and child protection are vital for having all children in school regardless of their gender, sex or social status. During the community mobilization sessions, the team presented the ESPIG project information as base of establishing accountability and introducing SCI complaint response mechanism.

Activity 1.1.2.3 Provide school registers to schools to register children
MOE&S procured and distributed about 20,000 standard and printed school registers for more than 1000 schools to properly register students and follow up on their attendance. The program contributed 1,280 registers and prioritized program supported schools. Each school received 16 registers, two registers per class, for the two semesters. The school registers have contributed to obtaining correct and updated schools’ data, enabled teachers and school management to record student attendance for follow up and equally assisted MOE&S regional supervisors to easily access school enrolment data. Similarly during conducting project monitoring it was used by the teams to trace and at same time headcount students for crosschecking.

Output 1.2 Girls attending GPE supported schools benefit from affirmative action

1.2.1. Establishment of Girl Friendly Spaces

Activity 1.2.1.1 Construction of New Girl Friendly Space
Save the Children and MOE&S jointly selected six schools for construction of new Girl Friendly Space (GFS). In five of the six schools, GFS facilities were completed. Girls in upper primary schools normally feel shy to share space with boys. Having a private space within school environment makes them comfortable, stay in school and minimizes absenteeism when. They use the girl friendly space to handle their private issues while in school. The space is self-contained with a furnished sitting room, inside WASH Facilities and indoor recreation materials.
Activity 1.2.1.2 Rehabilitation of existing girl friendly spaces
Similarly, the MOE&S identified eight existing GFS for rehabilitation in eight primary schools. The rehabilitation work is ongoing and 90% of the work is already completed.

Activity 1.2.1.3 Furnishing of girl friendly space with materials and equipment.
The program will fully furnish the GFSs once the construction and rehabilitation works is finalized. The existing GFS are functional and had some furnishing and girls are using them.

Activity 1.2.1.4 Conduct KAP Survey on the utilization and benefit of girl friendly spaces for school girls
The program team together with the MOE&S conducted a rapid Knowledge Attitude and Practice (KAP) survey on the Girl Friendly Spaces (GFS) for the targeted schools in June 2019. The aim of the survey was to know the level of utilization of the existing GFS facilities and the satisfaction level derived by the girls in the relevant schools. The KAP survey targeted eight GPE supported schools where the existing girl friendly space facilities are located throughout the six main regions. The methodology employed was open and participatory with the use of key informant interviews with the head teachers and GFS facilitator and focus group discussions with 5-6 female students from the selected schools. The data collection has been completed and the analysis and reporting work is going on. The KAP survey report will be available in mid-August 2019 and the findings shall be used for strengthening the proper use and functionality of the current eight GFS facilities and the additional new six girl friendly spaces.

1.2.2. Training of Girl Friendly Space Facilitators

Activity 1.2.2.1 Provide initial training for girl friendly space facilitators on GFS Management, CP, CSG and Positive Disciplining
SCI education in consultation with the MOE&S staff organized and conducted an initial training for 14 female GFS facilitators (teachers) in December 2018. The training captured the orientation, utilization and management for the GFSs in primary schools. The training facilitators provided the basic concepts on GFS management, Child Protection, Child Safeguarding and positive disciplining for girls attending the 14 schools where the GFSs are established. The post training assessment visits conducted showed that the teachers gained updated knowledge and skills which will enhance their level of understanding on Girls issues and enabling girls in school a conducive learning environment “ girls are always shy and its cultural, they are not open to discuss their issues with male teachers but now they are confident to talk to us, they are also happy with the hygiene materials provision and as facilitator I provide guidance on how to use the items and deal with their menstrual cycle” said by Qadan yasin a GFS facilitator in Sheikh bashir school in Hargeisa. Following the training all existing GFS facilitators provided improved support for those girls visiting the GFSs.
Activity 1.2.2.2 Provide refresher training for girl friendly space facilitators on GFS Management, CP, CSG and Positive Disciplining.

This will be conducted in the second year of the program implementation period.

Activity 1.2.2.3 Provide incentives for girl friendly space facilitators

To enhance the effectiveness and accountability of the GFS facilitators, SCI through MOE&S provided incentive for all the 14 GFS facilitators. The incentives are meant to motivate the GFS facilitators for better accountability and quality service for the girls visiting the GFS in each particular school. Now, girls in those primary schools have the ability to access quality counselling and support from the GFS facilitators in the school.

1.2.3. Provision of Scholarships for vulnerable children, particularly girls

Activity 1.2.3.1 Provide scholarship for selected girls and boys

Save the Children and MOE&S managed to develop a criteria for selecting schools and children for the provision of scholarships and supported the selection of 6,595 children (3,597 girls). Selection criteria for children receiving scholarships included children from poor families, including IDPs, pastoralists, whose parents cannot afford the cost of secondary education for their children, and orphaned children whose parents have died and do not have close relatives to support them. Selected people from local elders, religious leaders, and CEC Members, teachers and head teachers participated in the selection of children eligible for the scholarship scheme.

The scholarship comprises of three packages including learning material for both girls and boys, school uniform for girls and sanitary kits for adolescent girls in primary schools. During this reporting period, SCI procured and distributed a bulk of different learning materials to enable schoolchildren to have quality education and support those who are vulnerable or their parents could not afford. The items distributed included exercise books, pens, pencils, erasers, pencil sharpeners and rulers for 6595 students. The project also supported provision of sanitary and hygiene kits for 2800 adolescent vulnerable girls in primary school and this helped girls to feel confident and allowed the girls to avoid regularly missing classes or completely dropping out of school due to absence of hygiene facilities and reduced the embarrassment girls’ face in school. The sanitary kits contain; reusable sanitary pads, under wear (medium and small), body soap, and laundry soap for clothes, hair oil and hair Shampoo.

Moreover, SCI together with MOE&S carried out procurement of school uniform for 2911 girls who also got the sanitary kits. The school uniform was a standard set approved by the MOE&S and this will be distributed in the month of July 2019 means girls will use this for the next academic year 2019 – 2020.
Outcome 2: Quality and Learning Outcomes: Pedagogical skills of primary school and ECE teachers (25% women) improved through professional training and certification.

Output 2.1 Girls and boys attend GPE supported school, which meet minimum standards

2.1.1 Distribution of educational materials

Activity 2.1.1.1 Procurement and distribution of textbooks (classroom sets)

The program contributed to the provision of student textbooks in GPE target support, with the help of Somaliland government MOE&S procured textbooks for all primary school pupils (Grade 1-8). This provision came at the right time as this was the first time that Somaliland Government allocated budget for textbooks and project contribution subsidised the overall budget. The project monitoring exercise conducted indicated that the current student textbook ratio in GPE target schools is 1:1 ratio means every student has all subject books containing seven subjects including English, Somali, Arabic Islamic Studies, Mathematics, Science and Social studies.

Activity 2.1.1.2 Procurement and distribution of age appropriate reading books for classrooms

Similarly, MOE&S identified a list of appropriate reading materials (supplementary reading books) to enhance children’s reading skills and comprehension abilities. MOE&S procured 5,333 reading books (almost 66 reading books per schools) for the 80 schools. The supplementary books will be kept in school room where every student will access and borrow the books to improve their reading skills.

Activity 2.1.1.3 Procurement and distribution of recreational materials to schools

The program supported the provision of assorted recreational kits for the 30 GPE target primary schools for both boys and girls. The identified and selected set of recreational materials were based on the student needs to enhance the quality-learning environment and boost interest of children to learn differently and this also helped both teachers and students who take physical education classes to have access to play and enable children to fully enjoy their right to play. This also assisted children to socialise with their peers.

Activity 2.1.1.4 Procurement and Distribution of solar lamps for girls and boys in Grades 7 and 8 in rural schools

The program supported the provision of 3,200 solar lamps for 3,200 students in rural schools that are in upper primary grades (6-8) to help them get enough time for reading even during the evening where there is no local power in their respective villages. This will help them to improve their academic performance and prepare them for the class and national examination. The solar lamps are friendly to use and rechargeable with both sunlight and electricity. The solar lamp can
serve four students in a group reading. Although the national exams result are yet to come, the supervision visits conducted revealed that student are now able to read at night as they are busy during the day with classes and supporting families in herding animals and house chores and have expressed confidence that their performance will be different this academic year.

2.1.2 Quality Learning Environment

Activity 2.1.2.1 Conduct Quality Learning Environment Assessment on yearly basis including a baseline assessment

The first annual Quality Learning Environment (QLE) assessment was conducted in December 2018 on 15 GPE supported schools throughout the country. The objective of the QLE assessment was to establish a baseline benchmarking for the number schools that meet the education quality standards using QLE tools which is based on four guiding principles for measuring the quality in the learning environment focusing on the emotional and psycho-social protection, physically safety, teaching methodology and the community participants and support.

According to the initial QLE assessment, the findings indicate the 40% of the GPE supported schools meet the minimum quality standards. In terms of the findings for each of the four guiding principle, the result indicates that 60% of the GPE supported school meet the minimum quality standards. The next QLE assessment will be conducted in November 2019 and then will compare the two in order to measure the improvement made in the schools in terms of meeting the education quality standards.

Activity 2.1.2.2 Contribute to the Support of grade 8 yearly National Examination

The program contributed 30% ($122,100) to the cost of the national examination budget for grade eight students. The costs covered mainly the examination setting, invigilation, supervision and marking. During this academic year, 19,870 (41% female) pupils took the national examination.

2.1.3 Conducting a national learning assessment

Activity 2.1.3.1 Develop National Learning Assessment Tool jointly with the MOE&S

The MOE&S selected and decided to adopt Early Grade Reading assessment (EGRA) and early grade mathematics assessment (EGMA) tools for measuring national learning outcome in early primary education. MOE&S and Education Sector Partners technical experts worked together, contextualized the standard assessment tools to the Somaliland National Primary Education Curriculum, and used it for the national learning assessment conducted.

Activity 2.1.3.2 Provide training for national learning assessment team on the learning tools and assessment methodology

MOE&S selected staff from their quality assurance and primary departments to be the national learning assessment team. With the help of SCI education team, MOE&S managed to conduct a training on
National Learning Assessment tool for 33 (13 females) MOE&S staff in April 2019. The training provided the knowledge and skills of handling the national learning assessment. The training facilitator also provided an opportunity for the team to practice the tool in order for them to have suggestions, recommendation and corrections before carrying the actual assessment. In that case, the team visited two primary schools in Hargeisa and conducted a pilot-test on 40 students in grade three.

**Activity 2.1.3.3 Conduct National Learning Assessment on yearly basis**

The program supported the Ministry of Education and Science to conduct a national learning assessment targeting the lower primary grades using EGRA and EGMA tools. The purpose of the learning assessment is to determine the reading, writing, comprehension and, numeracy, levels for the lower primary grades. The findings are used to improve classroom instruction, children’s assessment methods, teacher training and inform the curriculum. In addressing the identified learning gaps, SCI will use the Literacy Boost programing and intervention approach, which has been practiced in several contexts and proven to work. The MOE&S invited the education sector partners and requested them to contribute to the process of the assessment both financially and technically. Save the Children, being the implementing agency for the ESPIG project, committed to provide the maximum support while UNICEF and Work Vision also joined in and contributed financially to the process.

The Ministry of Education and Science nominated four experts from primary, quality assurance and NFE departments who translated the EGMA and EGRA tools from English to Somali language and aligned the contents of the these tools into the national curriculum for the relevant lower primary grades. The education sector partners coordinated by the MOE&S leadership team reviewed and validated the translated EGMA and EGRA tools for official use. Experts from the MOE&S and Save the Children trained 33 (13 females) staff from the quality assurance department on the use of the contextualized EGMA and EGRA tools at schools level. The assessment drew a sample of 30% from the existing primary schools in Somaliland and in this case, 300 (240 public and 60 private) primary schools were targeted. The trained MOE&S teams divided into 13 groups were deployed to the sampled list of schools throughout the regions.

**Activity 2.1.3.4 Presentation of assessment results to inform teacher training and student learning methods and support**

The data collection was finalized and the analysis and report writing is ongoing and will be finalized by the beginning of August and will be ready for the joint review of the education sector that will be conducted at the end of August, 2019.
Output 2.2 Teachers provided with pedagogical skills in literacy, gender sensitive teaching, and Social and Emotional Learning (SEL)

2.2.1 Provision of In-Service Teacher Training

Activity 2.2.1.1 Conduct Training of Trainers (Somaliland National College of Education [NCE] Tutors on child-friendly pedagogies, assessment, Gender Sensitive Education (UNGEI), and Teacher Code of Conduct

MOE&S together with the SCI conducted training of the trainers for 20 professional teachers in December 2018. The training covered fundamental concepts and skills of teaching methodology (child friendly pedagogies), different approaches of learning assessment techniques and teachers code of conduct. During the training, the teachers will come up with a plan and scheme of work for covering the provision of In-service teacher training content for two years per subject. The MOE&S had grouped the subject teachers to come up with timelines, content and required material for the smooth teacher training. The subject teachers finalized the plans with exact timeline for the completing the training content for the two years of In-Service Teacher training.

Activity 2.2.1.2 Conduct Certificate training for selected teachers on child-friendly pedagogies, assessment, gender sensitive education (UNGEI), and Teacher Code of Conduct through two-year Primary Teacher Training program.

MOE&S invited the first 400 teachers (120 females) in January 2019 for the In-Service teacher training in Somaliland National College of Education (SNCE). MOE&S designed a schedule for providing the teacher training, indicating the number of days and hours per week – which is, six days a week and five hours per day. The training will span over a period of one year for each cluster where they will be trained at the college for four face-to-face months during the school holidays. The trainees will be given assignments and reading materials while they are at their respective schools. Mentoring and coaching activities are provided to support them. The training program started on January, 2019 where they spent one month on campus learning. At the end of the month, trainees were tested to assess their progress and assignments were given to work on at schools. During this reporting period, 400 teachers took their second face to face. There is a period of two months of comprehensive training for five subjects. After the end of the two months, (August 15) the college will provide a test to measure the progress of the learning achievement and will be given their distance learning reading resources and assignments. The trainees will come back on January 2020 as the last face-to-face month after which successful candidates will be given teaching certificate of those subjects.
2.2.2 Finalization of Somaliland National College of Education

Activity 2.2.2.1 Procurement and distribution of furniture for the new SL NCTE (administrative offices).

MOE&S with the help of SCI education team procured and furnished 10 administrative offices at National Teacher Education College. MOE&S identified and selected potential suppliers for the provision of office furniture. Save the Children procured the items using its procurement procedure and the supplier delivered standard office furniture, which make the SNCE offices more standard with a quality working environment. The furniture included office chairs, tables, meeting hall tables, cupboards, shelves, sofas.

Activity 2.2.2.2 Procurement and distribution of furniture’s for the new SL NCTE (10 classrooms)

Similarly the MOE&S procured and furnished 10 classrooms at NTEC with quality classroom furniture containing trainees’ chairs, teacher table, white board and markers. The classrooms at NTEC now looks a standard classroom and the furniture contributed to the creation of a conducive learning environment. Classroom chair, tables and white board and its facilities.

Activity 2.2.2.3 Procurement and distribution of teaching and learning materials for teachers

Moreover, the MOE&S team with the help of SCI education team identified the required set of teaching and learning materials for teachers/instructors. These materials included notebooks, pens, white paper, markers, manila cards, flip charts, scissors and dusters. The MOE&S procured and delivered the material for 10 classroom teachers/instructors and they use for day to day teaching activities and contributes to the quality of instructional delivery. The program supported the provision of the materials as part of the training package because the MOE&S did not plan for this, as this is the first teacher-training program, which supports the training of 800 teachers at a time.

Activity 2.2.2.4 Procurement and distribution of office and classroom electronic equipment

MOE&S procured following the Save the Children procurement process and delivered the classroom electronic equipment including lamps, projectors, computers, fans, etc. The electronic equipment make the teaching and learning easier. This has also contributed the availability of learning space and working environment during the night.

Activity 2.2.2.5 Official Launching of the SL NCTE

After completing the furnishing of the SNCE, a highly and colourfully organised launching event was conducted at National Teacher training college on 6th February 2019. The MOE&S invited the President of Somaliland Government along with his cabinet and other government officials and other education partners. The minister of the MOE&S made a speech and accentuated the importance and contribution that SNCE will have on Somaliland teachers quality and teaching-
learning process. As this was the first of its kind in Somaliland, the president of Somaliland deeply felt the need of and appreciated the GPE’s continued support and contribution to Somaliland and promised to support the finishing of the remaining parts of the college including providing the land for dormitory construction. The president also encouraged the MOE&S and supporting partners to work on quality education by saying “The nation’s development relies on educated people in the government system and MOE&S can make it happen”.

**Output 2.3 Institutional framework of ECE sub-sector is developed**

**2.3.1 Research into integrated Early Childhood Education approaches**

Activity 2.3.1.1 Study tour to neighbouring countries with similar socio-cultural and religious populations.

The activities of Early Childhood Education are planned for year two and therefore the study tour was postponed to year two.

**2.3.2 Development of Early Childhood Education policy and curriculum documents**

All sub activities under this sub output are planned for year two

Activity 2.3.2.1 Development and validation of Somaliland ECE Policy Framework and Minimum Standards, including Health and Safety

Activity 2.3.2.2 Development and Validation of Somaliland ECE Curriculum for 3-5 year olds

Activity 2.3.2.3 Development and Validation of Somaliland ECE Teacher Training Curriculum (6 months)

**Output 2.4 Girls and boys attend GPE supported ECE classes which meet minimum standards**

**2.4.1 Support to existing Early Childhood Education Centers**

Activity 2.4.1.1 Provision of training for ECE Program Managers (MOEHS), Head Teachers, and CEC members on ECE Management, Orientation on the Somaliland ECE Curriculum, and an overview of Somaliland ECE Teacher Training Program.

This activity is also planned for year two.
2.4.2 Provision of training for ECE teachers (In-Service)

Identification and enrolment of ECE teachers to receive training

Activity 2.4.2.1 Training of ECE teachers through the six month Somaliland ECE Teacher Training Program. This training will be conducted after the teacher training curriculum is developed and finalized in year two.

Activity 2.4.2.2 Graduation ceremony for successful ECE Teacher Training program graduates

Outcome 3: Efficient and Effective Education System: Established efficient, effective and functional monitoring system at MOEHS central and devolved levels (REO/DEO/school)

Output 3.1 Quality Assurance and Standards System (QASS) Department services are functional and decentralized to devolved (REO/DEO) levels

3.1.1 Establishment of standardized school monitoring system, which feeds into EMIS

Activity 3.1.1.1 Review of Quality and Standards Monitoring Checklist, in partnership with MOEHS

The program supported the MOE&S in reviewing the existing quality assurance checklist for the primary education. The purpose of the review was to align the checklist with the revised primary education curriculum, which was published and distributed to the public schools in the last academic year. A team of 20 (6 females) MOE&S officials from the quality assurance department and the regional education offices participated in the review workshop which took place in January 2019 at Maansoor Hotel. At the end of the review workshop, the team delivered the reviewed document relevant for the curriculum and appropriate for use in monitoring and supervision of the schools. MOE&S together with other education partners endorsed and approved the reviewed checklist for official use.

Activity 3.1.1.2 Joint Monitoring visits on quarterly basis conducted by REO/DEO/Regional QASSO, with recommendations and action points provided.

Save the Children and MOE&S together conducted two joint monitoring field visits in the targeted schools where the ESPIG/GPE project operates. The first and the second joint monitoring exercises took place in March and in May 2019 respectively and all the 80-targeted schools for the project were monitored. The aim of this kind of monitoring was to assess project progress towards the project objectives and results against the set indicators in the project LFM and provide advice and recommendations where improvement and/or correction is needed. The monitoring exercise covered throughout the six administrative regions of Somaliland. The monitoring process was participatory, in which the grant agency, the MOE&S and the beneficiaries participated. The methodology employed was combination of several tools including informant interviews, focus group discussions, school observations and classroom observations. The data collection has been completed, analyzed using STATA/excel 2016 and interpreted.
objectively. According to the key findings from these two joint monitoring exercises, the following issues have been highlighted for recommendations of action.

- The back-to-school campaigns at school/village level is not adequate and needs to be strengthened with sustainable involvement of the community education committees and thus capture systematically the results from such campaigns. The campaigns should start in the most appropriate time, which is in the beginning of the academic year (2019/20) specifically around early August 2019 to be effective.

- All the schools have community education committees. However, the role of the community education committees is not active and effective at school level and some of them are new. The training provided by the GPE/ESPIG project was effective and useful but it needs to be followed up through continues supervision to make sure that the CECs are taking their role actively at school level in coordination with the REOs.

- In term of the operational plans for the schools, only 30 schools supported by the project have developed school improvement plans in this academic year. The rest of the schools have no school operational plans. There is poor commitment from the CECs followed by inadequate resource as reported during the FGD. However, we should make sure that each school develop reasonable school improvement plan regardless of whether the project is supporting or not. This plan should start from August 2019 that is the beginning of the upcoming academic year.

- Around 14 schools lack the standard school registers and thus do not have proper records to refer. This issue is visible schools in the rural areas. MOE&S in coordination with the REOs should ensure that each school have and use the standard registers for the MOE&S.

These recommendations shall be addressed in the second year of the project period and then will be followed up during the next joint monitoring visits.

Activity 3.1.1.3 Support to MOE&S in analysis and use of monitoring and supervision data to inform wider sector planning, learning, and guidance. (Incentive to 8 MoE QASSO)

MOE&S nominated a team of eight technical people from the quality assurance department who were mandated to strengthen the efficiency and effectiveness of MOE&S Supervision teams and usage of monitoring data. This team leads any supervision field exercise and ensures the documentation of supervision activities. So they make sure supervision is done effectively in all the regions and proper report is produced and feedback is provided. In this case, the program supported the MOE&S by providing a monthly incentive ($500 per person) for the eight persons. The technical team played a key role in the analysis and usage of the monitoring and supervision data for all Somaliland regions. With the support the technical people, the supervisors produced and shared the quarter supervision reports with all relevant departments for their information and planning purpose.
Activity 3.1.1.4 Establish Regional EMIS Coordinators on support them on coordinating data collection, posting and sending to the central EMIS Unit at MOE&S

The program supported MOE&S in the provision of monthly incentives for 13 ($200 per person) staff from the region to coordinate the EMIS data collection process, data entry and submission of cleaned data to the Central EMIS unit at MOE&S. In this reporting period, the 13 persons received the payment of the incentives four times on quarterly basis. These people played a lead role in coordinating the data collection, data entry and data screening process at regional level during the EMIS data collection in May 2019.

3.1.2 Training for Quality Assurance and Standards Systems Officers

Activity 3.1.2.1 Refresher training for QASSOs on results based monitoring and supervision

When the MOE&S finalized the review process for the QAS checklist, the program supported in the provision of a refresher training on use of the reviewed quality assurance and monitoring checklist for 34 (10 female) MOE&S official from quality assurance department. The training took place in March 2019 at Maansoor Hotel. The training provided the insight knowledge and skills on to carry out standard monitoring exercise based on the reviewed QAS checklist. During the training, the facilitators provided the team an opportunity to practice the checklist by visiting two primary schools in Hargeisa for piloting.

Output 3.2 EMIS Unit is operationalized, functional and decentralized to devolved levels (REO/DEO/school)

3.2.1 Operationalization of Education Management Information Systems

Activity 3.2.1.1 Recruitment of a qualified, experienced statistician employed at the EMIS Unit. (Incentive for EMIS statistician)

The program supported MOE&S in the recruitment of a qualified statistician for the EMIS unit. The purpose of this recruitment was to provide technical support to the EMIS unit at the ministry to function effectively. In this regard, the MOE&S identified and recruited a qualified and experienced statistician who joined in the unit at the beginning of the last academic year. The expert supports the EMIS team and manages the EMIS Software until the MOE&S team is familiar with the management of the EMIS data entry and analysis of collected education data. The program provides monthly incentive to the recruited statistician amounting to $600 per month four times on a quarterly basis.
Activity 3.2.1.2 Orientation and training for MOE&HS officials on the use of new EMIS software

The ESPIG program supported the MOE&S to provide an orientation training for 32 (14 females) EMIS staff from the regional offices. The training took place in January 2019 at Maansoor Hotel. The objective of the training was to orient the unit staff in the regions on the use of the EMIS tools and the relevant software. The training facilitators provided enough concepts, skills and knowledge on the EMIS systems (new software). The training further provided the participants guidelines on the process to follow at times of gathering concrete data from all Somaliland schools (primary, secondary, public and private). Because of this training, the trained EMIS staff successfully participated in the data collection process to feed into the EMIS in this academic year.

Activity 3.2.1.3 Training for EMIS staff, MOEHS, and QASS on data collection, analysis, and interpretation

The program also supported the MOE&S to provide an in-depth training for all the quality assurance and EMIS staff in the regions who did not participate in the initial orientation training mentioned above. The purpose of this training was to ensure that all the staff participating in the EMIS data collection exercise have adequate understanding on the EMIS tools and software before going to the field. In this regard, the training invited 62 (18 female) EMIS officials from the MOE&S centre and education regional offices who did not attend the previous training. The trainees gained full insight on how to use EMIS tools (both Somali and English translated versions) for the data collection purpose. The facilitator also provided the team with the concepts and skills on the use of the new EMIS software at MOE&S, store data and handle the analysis. At the end of the training, the team developed a plan with clear timeline and responsibilities for the EMIS data collection at field level.

Activity 3.2.1.4 Conduct the Annual Joint Review of the Education Sector

This activity is planned for year two in August 2019

3.2.2 Training on Education Management Information Systems

Activity 3.2.2.1 Support to schools in collection and submission of EMIS data from all schools, annually.

Printing of materials to schools

The project contributed to the collection and submission of EMIS data from the schools in all Somaliland regions. Specifically, the project supported MOE&S printing of the EMIS tools for use of the data collection at school level. The tools were designed to facilitate the collection of relevant information that captures the whole school data including infrastructure, teachers, students, CEC members and needs as well.
Output 3.3 An effective disaster and emergency strategic plan developed and is operational

3.3.1 Development of a Disaster and Emergency Response Strategic Plan

Activity 3.3.1.1 Conduct Hazard, Risk, and Vulnerability Assessment

Activity 3.3.1.2 Development, validation, of a Disaster and Emergency Response Strategic Plan,

3.3.2 Training on Disaster and Emergency Response

Activity 3.3.2.1 Development and validation of Disaster and Emergency Response training modules

Activity 3.3.2.2 Training of MOE&S central departmental heads and senior officers (ECE, primary, secondary, QASS, Planning), REOs/DEOS and CECs, head teachers and teachers on, Disaster and Emergency Response

Activity 3.3.2.3 Conducting comprehensive assessment in drought affected areas to inform response planning

This activity is postponed to August 2019 to assess the situation after the GU rainy season

3.3.3 Integration of Peace Education and Conflict Resolution in the classroom

The two activities below for this sub output planned for year two

Activity 3.3.3.1 Identification/development of contextualized training materials for teachers

Output 3.4 School and community structures promote safe, inclusive, gender sensitive basic education

3.4.1 Strengthening Community Education Committees (CECs)

Activity 3.4.1.1 Conduct a rapid Knowledge, Attitudes, and Perceptions assessment with Community Education Committees

In this first year of the project period, the action conducted a rapid Knowledge Attitude and Practice (KAP) survey in May 2019. The aim of the survey was to inform the development and implementation of the school improvement plans and to strengthen the role of the community education committees in the management and monitoring of the teaching/learning process at school level. The KAP survey targeted 30 GPE supported schools selected by the MOE&S throughout the six main regions. The methodology employed was open and participative with the use of key focus group discussions with 4-5 members from the community education committees. The data collection has been completed, analyzed and interpreted objectively.
According to the findings from the KAP survey for the community education committees, the following key gaps have been highlighted for immediate action.

- Around 41% of the community education committees do not understand that they are the highest structure for managing the education services at village level. At the same time, 72% of others could not understand the importance of female members in the community education committees.
- The survey proved that 59% of the community education committees surveyed do not have mutually agreed plans to address the needs of the schools.
- The survey also reveals that 48% of the CECs perceived wrongly on the community awareness as they stated that awareness raising for the community to enroll the school age children in the areas is the responsibility of the head-teachers.
- This result also shows that there is significant knowledge gap in terms of performing monitoring the attendance and teaching process of the schools teachers since 31% of the CECs are not active enough to play this kind of role.
- The survey also pinpoints that 45% of the CECs consulted do not understand that the development of the SIPs is their responsibility. In another note, 79% of the CECs consulted assume that the SIPs must only focus implementing hardware activities like construction or rehabilitation of the schools facilities.

Considering these above stated findings from the KAP survey, the community education committees need provision of additional refresher trainings on their responsibilities through either formal classroom sessions or field orientation sessions in all targeted school supported by the GPE project. In this regard, the action shall focus on bridging these gaps in the second year of the project period.

**Activity 3.4.1.2 Support in establishment of a functioning CEC in schools where they do not exist or do not function**

The project supported the MOE&S/REOs in the establishment of CEC members in all the supported schools using the normal standard selection criteria set by the ministry of education. Each CEC consists of 7 (3-5 females) members with rigid structure. The structure for the CECs comprises of chairperson, vice chairperson, treasurer, a secretary and 3 members. Head teachers of the schools take the role of the secretary in the CECs.

**Activity 3.4.1.3 Training for CEC members on Child Protection (identification and referral), Child Safeguarding, school management, Disaster Risk Reduction and Emergency Response Planning, School Improvement Plan Development**

After the establishment of the CEC members in all the 80 GPE target primary school, the project supported the MOE&S to conduct comprehensive training for all the CEC members. The training was about Child Protection (identification and referral), Child Safeguarding, and school management, Disaster Risk Reduction and Emergency Response Planning, School Improvement Plan Development. The objective of the training was to equip the CECs on knowledge and skills on children’s protection and wellbeing in and outside the schools. Experts from SCI Child protection team also actively participated in the facilitation of the training sessions. The training
took place in three different locations (Hargiesa, Borama and Burao) for a period of 4 days in December 2018. Around 245 CEC members (100 Females) from 80 primary schools attended the trainings. At the end of the training, the CECs from different schools committed to work in harmony with parents, schoolteachers and children in order to enhance student access, learning outcome and the learning environment.

Activity 3.4.1.4 Provision of School Improvement Grants to implement the SIP
All the 30 schools selected for the provision of school grant completed the development of their school improvement plans and jointly reviewed with respective school CECs, teachers, head teachers, REOs and representative members of the children clubs. The MOE&S is disbursing the grants to the 30 schools by signing appropriate memorandum of understanding with respective school management teams including CECs. The grant was cost shared between the program and respective school communities. The school improvement plans included:
- Promoting effective teaching and learning through improved practice of teachers and improving student learning.
- Improving learning environment through student empowerment and support and improving school facilities.
- Improving school leadership and management practice including leadership behaviours.
- Improving community participation in education.

2.4. Factors delaying implementation and mitigation measures (or risks)

The project implementation is on track but there are activities like construction which were started late and their finalization goes beyond the first year because of the program preparatory and planning took a bit of more time and the start was relatively slower as MOE&S at all levels also needed to understand the program very well.

2.5. Major changes to the Program (if any)

None and not applicable

3. Reporting on the variable part (if applicable)

All indicators set for the project were reached as per the log frame.

4. Program Disbursement

Refer the attached annual financial report with the narrative report.
5. Key Partnerships and Interagency Collaboration (if any)

MOE&S carried out part of the project activities in collaboration with SCI as a partner. SCI signed an MOU with MOE&S to carry out the project activities. The MOU described the expected duties and responsibilities of the two parties. MOE&S implemented major components of the project intervention including new classroom construction, payment of incentives for government officials (8 officers, 13 EMIS coordinators, one qualified statistician and purchase of teaching learning material as well (mainly textbook and reading materials). This has contributed to strengthening the function of the ministry as well as to the enhancement of effectiveness and efficiency of education systems.

As part of building MOE&S capacity and strengthening partnership with other education actors, GPE contribution of the national learning assessment was more participatory and MOE&S deemed the need to have a harmonized National learning assessment tool that is used by every partner in all learning assessment. The initial development of the learning assessment tools (EGRA and EGMA) SCI engaged with MOE&S and it was an agenda on the Education sector coordination meeting where many education actors who either had budget for similar activities or willing to contribute joined the mission and a joint learning assessment exercise was conducted throughout Somaliland.

6. Lessons Learned (if any)

During the program implementation, lessons learnt include the following:

• Effective implementation of projects and delivering results efficiently needed coordination among all partners and government departments from central, Regional and District level for effective implementation and avoiding of duplication. As a result, Save the Children fully engaged MOE&S different departments on the planning, implementation and monitoring of the program. GPE update became standing agenda on the monthly education sector coordination meeting, which helped for receiving updated information on the program for all partners.

7. Knowledge Product

Most of the studies are planned for year two and this component will be reported fully for year two.
8. Future Work Plan

The preparation of year two work plan and budget is underway and will attached after finalized Annex one. Updated log-frame attached